

Episode 6: The Reckoning

Lucy Calkins says she has learned from the science of reading. She's revised her materials. Fountas and Pinnell have not revised theirs. Their publisher, Heinemann, is still selling some products to teach reading that contain debunked practices. Parents, teachers and lawmakers want answers.



EPISODE 6

Episode Length	Link to Episode	Link to Transcript
41:40	https://www.apmreports.org/episode/2022/11/17/sold-a-story-e6-the-reckoning	Printable transcript
Additional Materials	Calkins' statement: No One Gets to Own the Term "The Science of Reading" Some of the responses: - Cognitive scientist, Mark Seidenberg - Professor who specializes in multilingual learners, Claude Goldenberg - Teacher, Margaret's response - Group of parents in Wisconsin Comparing Reading Research to Program Design: An Examination of Teachers College Units of Study	

Questions and Topics for Discussing "The Reckoning"

Before Listening	What questions do you have for Calkins, Fountas & Pinnell and Heinemann?
While Listening	Many questions are asked in this episode — by parents, teachers and Emily. Write down the questions you hear and whether they are answered.
After Listening	<i>From a teaching perspective:</i> In her statement No One Gets to Own the Term "The Science of Reading," Calkins rebuked people who questioned her approach. But she later says to Emily: "I think it's really been learning from you and other science of reading researchers — the importance of orthographic mapping and being convinced as we worked with teachers and in classrooms, you know, being convinced that that was something that we could benefit from

	changing on that account.” • What did you think about the science of reading when you first heard about it? • What do you think about it now? What’s changed and why? Emily describes a moment at the Reading Recovery Conference in 2018 when she realized something: “The people in this room have bought into a definition of reading that isn’t really reading. They’ve bought the idea that reading is making meaning from a story using whatever strategies you can think of. You can look at the pictures, you can look at parts of the words, you can think about what would make sense. “They’ve bought into the cueing idea. The idea that a child can read a book without being able to read the words.” • Did you believe in the cueing idea? Has your thinking changed? <i>From a parenting perspective:</i> • Do you know how students are taught to read in your school district? • Has there been any discussion about reading? What are people talking about? <i>From a community perspective:</i> • What has been the response in your community to <i>Sold a Story</i>? • Are you planning to take any action? What will you do? <i>From a student perspective:</i> • Have you been talking to people about the podcast? ◦ Who have you been talking to and what have you been talking about?
Wrap Up	• Were your questions answered?
Extend	Activity 1 Read the statement from Calkins, No One Gets to Own the Term “The Science of Reading” and some of the responses, such as: - Cognitive scientist, Mark Seidenberg - Professor who specializes in multilingual learners, Claude Goldenberg - Teacher, Margaret’s response - Group of parents in Wisconsin As you read each response, highlight key words and phrases that illuminate concerns the  CALKINS SEIDENBERG GOLDENBERG MARGARET PARENTS

	authors have about Calkins and her approach. <i>Activity 2</i> <i>Sold a Story</i> focuses on how children are being taught to read words. This is just one element of reading instruction. Review Comparing Reading Research to Program Design: An Examination of Teachers College Units of Study and discuss additional components of reading instruction that warrant attention. <i>Activity 3</i> Parents: Write down what you want from your child’s reading instruction after listening to <i>Sold a Story</i>. Now compare that to what you wrote in the discussion of Episode 3. • Has anything changed? Why?	 REPORT
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Concluding questions	
Now that you’ve listened to <i>Sold a Story</i>	Below are the episode titles: - The Problem - The Idea - The Battle - The Superstar - The Company - The Reckoning • Using the titles, how would you summarize the argument the podcast made? • What was the purpose of <i>Sold a Story</i>? • What are you going to keep thinking about?

We’d love to hear about your *Sold a Story* discussion!

- Email us: soldastory@apmreports.org
- Leave us a voicemail message: (612) 888-7323